

# Texas Education Agency Standard Application System (SAS)

## 2017–2018 Perkins Reserve Grant

<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here</small>
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017	<small>Place date stamp here</small>
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>	
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060	

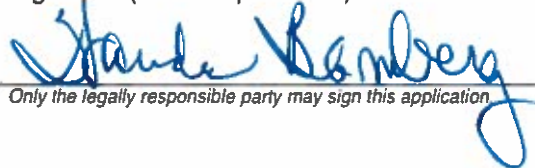
### Schedule #1—General Information

<b>Part 1: Applicant Information</b>							
Organization name	County-District #				Amendment #		
Aldine Independent School District	101-902						
Vendor ID #	ESC Region #						
74-6001110	4						
Mailing address				City	State	ZIP Code	
2520 W. W. Thorne Blvd.				Houston	TX	77073-3406	
<b>Primary Contact</b>							
First name	M.I.	Last name			Title		
Franklin	E	Higgins			Director of Career & Technical Education		
Telephone #	Email address			FAX #			
281-985-6646	fehiggins@aldineisd.org			281-985-6662			
<b>Secondary Contact</b>							
First name	M.I.	Last name			Title		
Lona	F	Alexander-Mitchell			Director of Special Programs		
Telephone #	Email address			FAX #			
281-985-6058	lfalexander@aldineisd.org			281-985-7273			
<b>Part 2: Certification and Incorporation</b>							

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Wanda	S	Bamberg	Superintendent
Telephone #	Email address		FAX #
281-449-1011	wsbamberg@aldineisd.org		281-449-0551
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application

701-17-103-100

RFA #701-17-103; SAS #269-18  
2017–2018 Perkins Reserve Grant

Page 1 of 34

**Schedule #1—General Information**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.
**Provision/Assurance**

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

The Aldine Independent School District (ISD) Career and Technical Education (CTE) Department mission is to prepare students to be career and college Ready by offering advanced technical and dual credit courses, industry standard certifications and licensures, and provide student's relevant industry based experiences through their Career and Technical Program of Study/Endorsement. This has been our mission for the past ten years. The CTE Mission aligns with the Aldine School District vision of "Producing the Nation's Best".

The Aldine School District provide Program of Study/Endorsements in 15 of the 16 Federal Career Clusters. During the 2016-2017 year, 28% of the district population was enrolled in a career and technical education course. We continue to increase in the number of industry standard certifications earned by students in the career and technical educational Program of Study/Endorsement. During the 2106-2017 school year, students earned 5,545 certifications. As a District, one of our Career and Technical Education Department goals has been to increase in the number of students earning dual credit and the Level I Workforce Readiness certificate through our local community college or have significant credits towards earning the certificate.

We are requesting grant funding to pay for high school student's dual credit fees and books. As a Title 1 School District, Over 75% of students in the Aldine School District are unable to enroll in college dual credit courses, due to the cost of the fees associated with the courses. We have partnered with Lone Star college and have aligned secondary and post-secondary curriculum that will provide student access to high skill, high-wage and/or high-demand occupations. These areas of study include Welding, Automotive, Heating, Ventilation, and Air Conditioning (HVAC), Construction and Computer Aided Drafting (CAD).

The Aldine School District will open the Dr. Archie L Blanson Career and Technical Education High School in the fall of 2018 with a student capacity of 1,500 students providing additional program of Study/Endorsements. The key focus of the campus is career readiness. The campus curriculum is designed to be level with an industry standard certification and the Level I workforce readiness certificate, so students will graduate ready for the workforce.

Aldine ISD has implemented dual credit courses in partnership with Lone Star College. The partnership with Lone Star College has focused on work-based programs. The programs include: Automotive, Computer Aided Drafting (CAD), Heating, Ventilation, and Air Conditioning (HVAC), and Welding.

CTE Teachers in the programs listed above meet annually with college faculty. In the meetings between ISD teachers and college instructors, the following items are discussed: Outcomes that align with TEKS and WECMs, resource materials, scope and sequence, industry certifications, advisory committees, and training for ISD teachers.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Lone Star College waives tuition for students taking dual credit courses. The students are required to pay fees associated with being a Lone Star College student. The fee is approximately \$100 - \$120.00. The fee can be a burden to Aldine ISD students. 88.3% of Aldine ISD students are economically disadvantaged. Our goal is to obtain funding to help students with the fee associated with dual credit courses. With the financial obstacle removed, the number of students taking dual credit will increase dramatically.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 101-902      Amendment # (for amendments only):  
 Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)  
 Grant period: November 13, 2017, to August 31, 2018      Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$14,060	\$0	\$0	\$14,060
Schedule #9	Supplies and Materials (6300)	6300	\$30,750	\$0	\$30,750	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$41,500	\$0	\$40,500	\$1,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$86,310</b>	<b>\$0</b>	<b>\$71,250</b>	<b>\$15,060</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$71,250
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$3,750
This is the maximum amount allowable for administrative costs, including indirect costs:	

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1				\$0	\$0
2	Educational aide			\$0	\$0
3	Tutor				
<b>Program Management and Administration</b>					
4	Project director			\$0	\$0
5	Project coordinator			\$0	\$0
6	Teacher facilitator			\$0	\$0
7	Teacher supervisor			\$0	\$0
8	Secretary/administrative assistant			\$0	\$0
9	Data entry clerk			\$0	\$0
10	Grant accountant/bookkeeper			\$0	\$0
11	Evaluator/evaluation specialist				
<b>Auxiliary</b>					
12	Counselor			\$0	\$0
13	Social worker			\$0	\$0
14	Community liaison/parent coordinator			\$0	\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$0	\$0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112 Substitute pay			\$0	\$0
26	6119 Professional staff extra-duty pay			\$0	\$0
27	6121 Support staff extra-duty pay			\$0	\$0
28	6140 Employee benefits			\$0	\$0
29	61XX Tuition remission (IHEs only)			\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
03 1	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>	<b>\$0</b>
<b>Professional and Contracted Services</b>			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Certiport Student Certification Exam Software	\$	\$9,600
2	ASE/ACT Curriculum Software	\$	\$4,460
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$</b>	<b>\$14,060</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>	<b>\$</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$0</b>	<b>\$14,060</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$30,750	\$0
<b>Grand total:</b>		<b>\$30,750</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 101-902		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$40,500	\$1,000
<b>Grand total:</b>		<b>\$40,500</b>	<b>\$1,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$0	\$0
<b>66XX—Computing Devices, capitalized</b>					
2	N/A		\$	\$0	\$0
3			\$	\$0	\$0
4			\$	\$0	\$0
5			\$	\$0	\$0
6			\$	\$0	\$0
7			\$	\$0	\$0
8			\$	\$0	\$0
9			\$	\$0	\$0
10			\$	\$0	\$0
11			\$	\$0	\$0
<b>66XX—Software, capitalized</b>					
12	N/A		\$	\$0	\$0
13			\$	\$0	\$0
14			\$	\$0	\$0
15			\$	\$0	\$0
16			\$	\$0	\$0
17			\$	\$0	\$0
18			\$	\$0	\$0
<b>66XX—Equipment, furniture, or vehicles</b>					
19	N/A		\$	\$0	\$0
20			\$	\$0	\$0
21			\$	\$0	\$0
22			\$	\$0	\$0
23			\$	\$0	\$0
24			\$	\$0	\$0
25			\$	\$0	\$0
26			\$	\$0	\$0
27			\$	\$0	\$0
28			\$	\$0	\$0
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$0	\$0
<b>Grand total:</b>				<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	62,061	88.3%	2015-2016 TAPR Report (TEA)
Limited English proficient (LEP)	23,876	34%	2015-2016 TAPR Report (TEA)
Attendance rate	NA	94.8%	2014-2015 Data
Annual dropout rate (Gr 9-12)	NA	3.8%	2014-2015 Data
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	1,551.7	35%	2015-2016 TAPR Report (TEA)
6-10 Years Exp.	917.3	20.7%	2015-2016 TAPR Report (TEA)
11-20 Years Exp.	846.1	19.1%	2015-2016 TAPR Report (TEA)
20+ Years Exp.	543.6	12.2%	2015-2016 TAPR Report (TEA)
No degree	136.9	3.1%	2015-2016 TAPR Report (TEA)
Bachelor's Degree	3,199.7	72.1%	2015-2016 TAPR Report (TEA)
Master's Degree	1,067.8	24.1%	2015-2016 TAPR Report (TEA)
Doctorate	34.9	0.8%	2015-2016 TAPR Report (TEA)

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
											24	162	227	413

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This grant is intended for all nine (9) high schools in Aldine Independent School District. 88.3% of students are economically disadvantaged. Lone Star College waives tuition for dual credit courses for Aldine ISD, but they do require students to pay fees associated with being a student at Lone Star College.

Aldine ISD is in need of financial assistance for students taking dual credit courses. Aldine I.S.D. offers dual credit courses in the following areas: Automotive, CAD (Computer Aided Drafting), HVAC (Heating, Ventilation, and Air Conditioning), and Welding.

For the 2017-2018 school year, you can see how many students have the opportunity to enroll in dual credit courses, but due to the financial challenges our students face, very few students are able to take advantage of the dual credit course.

For the 2017-2018 School year, there were:

- 246 Automotive students that have the opportunity to enroll in a dual credit course. Of that 246 students, none of students elected to pursue the dual credit course.
- 37 Computer Aided Design students that have an opportunity to enroll in a dual credit course. Of those 37, 15 (40.54%) are currently taking dual credit.
- 46 students in HVAC that have the opportunity to take dual credit courses and none of those students are taking dual credit.
- 47 students in Welding that have the opportunity to take dual credit courses. Twenty seven (57.45%) of those students are taking dual credit.

During the 2016 year, Lone Star College was given a grant by the Texas Workforce Commission. The grant was to pay for fees, books, and a set of tools for students enrolled in dual credit HVAC and Welding in Aldine ISD.

In the Spring of 2016 while the grant was being implemented, 2 students were enrolled in dual credit HVAC and 10 students were enrolled in dual credit Welding.

In the fall of 2016, after the grant was fully implemented, Aldine ISD had 10 HVAC students receive dual credit and 42 Welding students receive dual credit. The increased number of students was due to the financial help of the grant.

The dual credit numbers have increased from the 2015-2016 school year to the current school year, but not significantly. The biggest increase in number was in the fall of 2016 when financial assistance was available.

The desired outcome is to increase the number of students taking dual credit. With funding, every student in dual credit classes will have the opportunity to earn college credit. By students earning college credit they will increase the likelihood to continue their education after high school.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Student fees	By using the grant to pay student fees, the number of Aldine ISD CTE students taking dual credit will increase.
2.	Textbook	Students having the resources needed for dual credit will increase their chance of success in the initial course taken. The resources will also benefit the students as they work toward their Level One Certificate.
3.	Highly skilled workforce	Students will receive training that will help them to become highly skilled.
4.		
5.		

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of CTE	Masters in Education. 37 years of experience as Director of CTE
2.	Program Director of CTE	Masters in Education. 16 years of experience as Program Director of CTE
3.		
4.		
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the number of dual credit course taken by CTE Students	1. Market to CTE teachers and College advisors	10/30/2017	11/30/2017
		2. College Advisors enroll students for Spring 2018	11/15/2017	12/20/2017
		3. Number of students enrolled for Spring 2018	01/16/2018	02/01/2018
		4. Students complete their Program of Study	05/01/2018	05/31/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Increase the number of CTE students receiving industry based certifications in Automotive	1. ASE Student Certification Fall Test Window	08/01/2017	01/31/2018
		2. Totals for ASE Student Certification for Fall	02/01/2018	02/14/2018
		3. ASE Student Certification Spring Test Window	03/01/2018	05/15/2018
		4. Totals for ASE Student Certification for Fall/Spring	05/01/2018	05/31/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Increase the number of CTE students receiving NCCER Core in HVAC and Welding	1. Complete Modules 1- 4 of NCCER Core Curriculum	08/21/2017	12/20/2017
		2. Complete Modules 5,7-9 of NCCER Core Curric.	01/08/2018	03/01/2018
		3. Entere Students into the Automated Registry	03/02/2018	03/31/2018
		4. Students receive credentials	05/01/2018	05/31/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Increase the number of CTE students receiving Autodesk – AutoCAD Certifications	1. Students take practice exams	11/01/2017	12/20/2017
		2. Students take AutoCAD Certification Test	02/01/2018	04/30/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities**

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occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Aldine School District uses the Baldrige Model for continuous quality system improvement, the TLP Model for continuous improvement in academics and the industry standard certifications and licensures as a model for workforce readiness. The plan in acquiring more students to participate in dual credit courses allows for deeper skill attainment, a ready workforce prepared for high skill, high wage careers identified by the Bureau of Labor statistics and the Greater Houston Partnership (UpSkills Initiative).

The Aldine school district convenes a District Level Advisory Council made up of business and industry professionals that give insight and input on workforce trends, annual local and regional openings and shortages. The Advisory Councils input allows Aldine Career & Technical Education students to prepare for current and emerging careers.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Aldine School District currently offers Advanced Technical Credit and Dual credit courses for Career & Technical and regular Education students. These opportunities allow students to benefit from college cost savings, and allows students to begin their careers at greater than minimum wages. By adding additional students to the dual credit pool, Aldine ISD students maximize their opportunities for industry recognized training and skills.

Aldine students usually have other siblings and relatives in the district that will also be able to take advantage of the opportunity of advanced and dual credit coursework.

Coordination will start with the Director of Career and Technical Education. The Director of CTE will work with the Program Directors of CTE, Principals, Counselors, College Advisors, and Teachers. This group will establish timelines for periodic meetings to ensure the program will meet the goals established.

Communication is the key to ensure all participants remain committed. Data will be shared at intervals established by the the group. Successes will be celebrated and continuous improvement will be a priority.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Enrollment Data	1.	Run enrollment data every week for the 1 <sup>st</sup> four weeks of the semester
		2.	Run enrollment data at mid-semester
		3.	Run enrollment data at the end of the semester
2.	Students successful completion of dual credit course	1.	Number of students who successfully completed the course and received college credit
		2.	
		3.	
3.	Employment or continue education at Lone Star College	1.	Collect data on the number of students that gained employment
		2.	Number of students that continued their education at Lone Star College
		3.	
4.	Industry Certifications earned	1.	Collect data on students progressing toward earning certifications
		2.	Collect data on students that earned certifications
		3.	Number of students that were not successful in obtaining certifications
5.		1.	
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Collection of enrollment data and attendance data will be obtained by running reports from the district's student management system. Aldine ISD currently is using eSchool as the student data program. The program director can run reports in eSchool to obtain enrollment and attendance data.

The program director will work with the ISD teachers and Lone Star College personnel to collect data on students that have successfully completed the course (s) and earned college credit.

The CTE Department will conduct a survey to determine the number of students that gained employment. Students will receive the survey by email, twitter, and facebook. The survey will also provide information about students continuing their education. Informally, ISD teachers and Lone Star College faculty can discuss students that continue at Lone Star College.

The district uses a program to collect certification data. Teachers enter the data into the program. The program director can run reports with the software program to determine passing rate, special populations, ethnicity, gender, etc.

The collection of data will show where areas of improvement of the project are needed. The team established will need to come up with solutions to correct problems as they arise. Data will be collected upon every new registration period and continuous improvement will continue throughout the project.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The grant funds will allow Aldine students to be further involved in the local initiative UpSkills. This initiative promotes middle-skilled careers (Technical careers requiring industry certifications or a 2 – year degree) the Gulf Coast has a tremendous number of unfilled middle skilled jobs that are available to high school graduates with the correct training and certifications. The grant funds will provide access for Aldine students to enroll in technical dual credit courses. This will in turn allow for an easier transition into the community college coursework, and positions in the unfilled middle skills labor market.

The project identified high demand occupations listed by the Texas Workforce Commission, Bureau of Labor Statistics and the Greater Houston Partnership, and the identified areas align with the following Aldine ISD CTE courses: Welding, HVAC, CAD, and Automotive Technology.

Industry partners from the Aldine CTE District Advisory Committee are in agreement with these identified programs as viable for the Greater/North Houston regional workforce.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The automotive technology has been identified by the local regional workforce as a high-demand occupation. Our automotive technology course has been designed to span secondary and post secondary with courses that implement the rigor to progress students through the curriculum to develop the skills for mastery.

Aldine partners with LoneStar Community College to offer dual credit course for the 11<sup>th</sup> and 12<sup>th</sup> grade year. For students in 11<sup>th</sup> grade, they take Automotive Technology I. The dual credit course that is offered is Intro to Automotive Technology, worth 4 college credit hours. For students in 12<sup>th</sup> grad, students finish in Automotive II. the dual credit course that is offered is Steering and Suspension Systems for 4 college credit hourse and Automotive Brake Systems for 4 college credit hours. This give the student an opportunity of 12 college credit hours towards a Level 1 certification. In order to receive the General Service Technician Level 1 Certificate, students would only need to complete two more courses.

Grade	Aldine ISD Course	LoneStar College Course	Credit
11	Automotive Technology I	Intro to Automotive Technology	4
12	Automotive Technology II	Steering & Suspension Systems	4
		Automotive Brake Systems	3

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Aldine's Automotive Technology Program of Study provides course work specializing in brakes, under car mechanical, and the steering and suspension of the contemporary automobile and light truck that affect vehicle control and safety. Students begin in 10<sup>th</sup> grade with Automotive Basics. Aldine partners with LoneStar Community College to offer dual credit courses for the 11<sup>th</sup> and 12<sup>th</sup> grade year. In 11<sup>th</sup> grade, the dual credit course offered is Intro to Automotive Technology, worth 4 college credit hours. In 12<sup>th</sup> grade, the dual credit courses offered are Steering and Suspension Systems for 4 college credit hours and Automotive Brake Systems for 4 college credit hours. The combined 12 college hours with workforce certificate leading toward a two year degree can start at opening wages of \$10/hour upwards to \$65,000 a year.

Students can continue on after graduation to obtain their Level 1 Certificate as a General Service Technician. Students would need to complete two more courses; Automotive Electrical Systems and Auto Co-op Work Experience I.

To obtain an Associates of Automotive Technology, student would need to complete 37 hours. They would take their standard core classes and the required automotive courses: Automotive Electrical Systems, Automotive Engine Performance Analysis I, Automotive Engine Performance Analysis II and Auto Co-op Work Experience I.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Aldine ISD has the support of Lone Star College-North Harris as the partner organization that will assist Aldine ISD in carrying out the requirements of this grant. Aldine ISD and Lone Starr College-North Harris have a long history of developing, implementing and adopting dual credit programs of study that align with Texas identified in-demand occupations. Dr. Stephen Head, Chancellor of Lone Star College, has provided a letter of support of the Carl Perkins Reserve Grant Program proposed by Aldine ISD included with this application. We welcome this opportunity to utilize this grant with Lone Star College-North Harris to further support our students in their goals of advancing their career and college readiness.

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Aldine ISD has partnered and will continue to partner with the following industry representatives for assistance with curriculum development in their areas of expertise:

- HVAC - ABC-CMEF
- Welding - Raven Mechanical
- Auto Tech - Gulf States Toyota, Lone Starr College-North Harris
- CAD – Lone Starr College-North Harris
- Construction - ABC-CMEF, Marek Bros., Associated Masonry Contractors Houston

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The Aldine sustainability plan will be framed around the success of students earning the Level I certificate and entering into the workforce reducing training cost for Business and Industry. By providing a successful pipeline of well-trained workers it will reduce the company cost for employee training. These dollars can be passed to the secondary education program to support student earning dual credit and the Level I workforce readiness certificate.

By document the success of the Carl Perkins Reserve Grant Program and marketing the continued success of developing a well-trained workforce that meets the employment goals of the community, region and the state of Texas. We can engage or business partners to support to the dual credit program to generate a highly qualified workforce.

The Aldine Education Foundation 501(c)3 organization currently provide scholarship and educational opportunities to the high school students. This organization has the structure and staff in place to receive and manage the funds to support student in Career and Technical Education earning the Level I certificate. Funds will be send to the local community college for students enrolled in the workforce dual credit workforce readiness program.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101-902

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

N/A

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101-902

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101-902

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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October 2, 2017

Division of Grants Administration  
Texas Education Agency  
1701 North Congress Avenue  
Austin, TX 78701-1401

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**Re: Lone Star College-North Harris Letter of Support for the 2017-2018  
Perkins Reserve Grant Program**

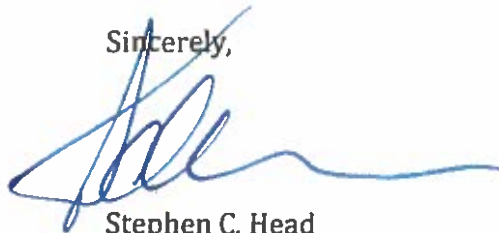
Lone Star College welcomes the opportunity to continue to be the higher education partner with Aldine Independent School District (ISD) in the preparation of students who enroll in career and technical education (CTE) courses for high-skill, high-demand occupations in current or emerging fields. LSC-North Harris, a publicly supported, two-year, comprehensive community college system, has a reputation of involving diverse individuals, businesses, and communities in quality education opportunities for the successful development of knowledge, skills, and attitudes for a rapidly changing world. One of six comprehensive community campuses of Lone Star College, located throughout the North Houston metro area of Texas serving 1,400 square miles in Harris and Montgomery counties, LSC-North Harris has built strong relationships with the major independent school districts in the service area: Aldine ISD and Spring ISD.

Our long affiliation with the high schools in our service area has led LSC-North Harris to prolific partnerships with the communities the ISDs serve and has provided postsecondary opportunities for numerous students. Moreover, Aldine ISD has been a dynamic partner in a multitude of dual credit and college readiness programs. LSC-North Harris pledges its continued support to the Aldine Career and Technical Education division so that Aldine students will have the prospect of graduating from high school with a significant number of college credit hours or a Level I Certificate in a high-skill, high-wage, or high-demand occupation.

Division of Grants Administration  
September 28, 2017  
Page 2

As part of the college's commitment, LSC-North Harris will work collaboratively with Aldine ISD to develop, implement, and adopt dual credit programs of study or career pathways aligned with Texas-identified in-demand occupations or industries. The college will also provide SACS-qualified faculty for courses as needed, whether on the high school campuses or at a LSC-North Harris.

Sincerely,

A handwritten signature in blue ink, appearing to read "S. Head", with a long horizontal flourish extending to the right.

Stephen C. Head